

AWARD PUBLISHING LIMITED

CORRELATION TO THE COMMON CORE STATE STANDARDS FOR ELA

GRADE 3

STRAND: FOUNDATIONAL SKILLS	Teacher Edition Page References
Phonics and Word Recognition Standard 3. Know and apply grade-level phonics and word analysis skills in decoding words.	
a) Identify and know the meaning of the most common prefixes and derivational suffixes.	TE: Week 3: The Circle Shell, p. 156 TE: Week 14: Flooded Out, p. 100, 103 TE: Week 27: The Adventures of Tuffy and Keira, p. 137, 138 TE: Week 34: Changes, p. 361, 362
b) Decode words with common Latin suffixes.	TE: Week 3: The Circle Shell, p. 156 TE: Week 7: Why Not Try a Triathlon?, p. 265, 266 TE: Week 11: What I Want to Be, p. 410 TE: Week 15: Kwanzaa Celebration, p. 156 TE: Week 32: Spiders in My Stomach, p. 295 TE: Week 29: The Racer, p. 209 TE: Week 33: Never Give Up, p. 329, 330
c) Decode multi-syllable words.	TE: Week 6: Aunt Rose's New Sports Car, p. 233 TE: Week 15: Jason and Jake, p. 134, 136, 140, 144, 145 TE: Week 25: Making the Leaves Talk, p. 69, 70 TE: Week 34: Changes, p. 361
d) Read grade-appropriate irregularly spelled words.	TE: Week 9: Deep Trouble, p. 324, 325, 328, 332, 336 TE: Week 15: Jason and Jake, p. 137, 138 TE: Week 26: Ninjas!, p. 102, 106, 108 TE: Week 30: Waterworks, p. 232, 233, 236, 241
Fluency Standard 4. Read with sufficient accuracy and fluency to support comprehension.	
a) Read grade-level text with purpose and understanding.	TE: Week 6: Aunt Rose's New Sports Car, p. 244, 245 TE: Week 8: The Scent of a Gypsy Dance, p. 293, 294, 298, 302 TE: Week 17: Cattle Caller on the Oregon Trail, p. 196, 211 TE: Week 35: The Lost Valley, p. 410, 411, 412, 413
b) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	TE: Week 2: Granddaddy's Season, p. 101, 114 TE: Week 2: Chicago's Burning, p. 125 TE: Week 7: Why Not Try a Triathlon?, p. 263 TE: Week 19: Deepwater Danger, p. 257, 258 TE: Week 34: Changes, p. 359, 373, 374
c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	TE: Week 1: Race Day, p. 68, 69, 76, 77 TE: Week 3: Hoppy, p. 136 TE: Week 14: Flooded Out, p. 102 TE: Week 21: China's Treasure, p. 306 TE: Week 27: Step Up to the Plate, p. 158

STRAND: INFORMATIONAL TEXT	
Standard 1. Key Ideas and Details	
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	TE: Week 4: Gorilla Mountain, p. 164, 168, 172, 180 TE: Week 10: Louis Braille and the Secret Alphabet, p. 360, 361, 364, 365, 373 TE: Week 16: Tracking Animals, p. 168 TE: Week 17: Cattle Caller on the Oregon Trail, p. 196, 197 TE: Week 20: Statues of the World, p. 290 TE: Week 28: I Love Killer Whales, p. 168, 173, 176
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	TE: Week 7: Why Not Try a Triathlon?, p. 278 TE: Week 10: Louis Braille and the Secret Alphabet, p. 365 TE: Week 23: The Sounds We Hear, p. 373, 384 TE: Week 29: The Racer, p. 194
3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	TE: Week 4: Gorilla Mountain, p. 181 TE: Week 10: Louis Braille and the Secret Alphabet, p. 365 TE: week 20: Statues of the World, p. 280, 281, 290 TE: Week 29: The Racer, p. 194 TE: Week 31: Who Was Benjamin Franklin? p. 269, 270
Standard 2. Craft and Structure	
4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	TE: Week 4: Gorilla Mountain, p. 165, 172, 177 TE: Week 16: Tracking Animals, p. 178 TE: Week 20: Statues of the World, p. 272, 273, 280 TE: Week 31: Who Was Benjamin Franklin?, p. 265, 272
5. Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	TE: Week 4: Gorilla Mountain, p. 180 TE: Week 7: Why Not Try a Triathlon?, p. 269 TE: Week 10: Louis Braille and the Secret Alphabet, p. 366 TE: Week 20: Statues of the World, p. 280, 292 TE: Week 28: I Love Killer Whales, p. 164, 176, 180
6. Distinguish their own point of view from that of the author of a text.	TE: Week 4: Gorilla Mountain, p. 176, 180 TE: Week 16: Tracking Animals, p. 180 TE: Week 28: I Love Killer Whales, p. 180
Standard 3. Integration of Knowledge and Ideas	
7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	TE: Week 10: Louis Braille and the Secret Alphabet, p. 362 TE: Week 7: Why Not Try a Triathlon?, p. 270, 272 TE: Week 23: The Sounds We Hear, p. 381 TE: Week 28: I Love Killer Whales, p. 169 TE: Week 31: Who Was Benjamin Franklin? p. 273, 383
8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	TE: Week 4: Gorilla Mountain, p. 169, 181 TE: Week 20: Statues of the World, p. 281 TE: Week 29: The Racer, p. 194
9. Compare and contrast the most important points and key details presented in two texts on the same topic.	TE: Week 1: Race Day, p. 80 TE: Week 7: Why Not Try a Triathlon?, p. 273 TE: Week 28: I Love Killer Whales, p. 183, 185
Standard 4. Range of Reading and Level of Text Complexity	
10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	TE: Week 8: The Scent of a Gypsy Dance, p. 290 TE: Week 10: Louis Braille and the Secret Alphabet, p. 360, 361, 364, 369 TE: Week 23: The Sounds We Hear, p. 372, 373, 374, 378 TE: Week 34: Changes, p. 360, 361, 364, 372

STRAND: LANGUAGE	
Conventions of Standard English	
Standard 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	TE: Week 1: Race Day, p. 77 TE: Week 17, Cattle Caller on the Oregon Trail, p. 207, 208 TE: Week 21: China's Treasure, p. 310 TE: Week 30: Waterworks, p. 233, 234 TE: Week 31: Who Was Benjamin Franklin? p. 267 TE: Week 35: Twin Power, p. 397
b) Form and use regular and irregular plural nouns.	TE: Week 8: Jackie's Best Birthday Present, p. 314 TE: Week 12: Slam Dunk, p. 425, 426 TE: Week 21: China's Treasure, p. 307, 308, 314 TE: Week 24: Magda the Mammoth Hunter, p. 400, 410
c) Use abstract nouns (e.g., childhood).	TE: Week 7: Why Not Try a Triathlon? p. 272 TE: Week 21: China's Treasure, p. 323 TE: Week 26: Ninjas!, p. 108, 110, 112
d) Form and use regular and irregular verbs.	TE: Week 12: Slam Dunk, p. 433, 434 TE: Week 24: Magda the Mammoth Hunter, p. 406, 407, 421 TE: Week 24: He Ran Because He Loved to Run, p. 422, 423, 424, 425 TE: Week 30: Waterworks, p. 233, 234 TE: Week 31: Who Was Benjamin Franklin? p. 267, 279
e) Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	TE: Week 7: Why Not Try a Triathlon?, p. 262, 263, 264, 270, 272, 276, 282, 283 TE: Week 14: Flooded Out, p. 102, 103, 106, 107 TE: Week 30: Waterworks, p. 233, 234
f) Ensure subject-verb and pronoun-antecedent agreement.*	TE: Week 9: The Wishing Stone, p. 350, 351 TE: Week 22: The Bike Race, p. 347 TE: Week 31: Who Was Benjamin Franklin? p. 279
g) Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	TE: Week 4: Gorilla Mountain, p. 187 TE: Week 23: The Sounds We Hear, p. 373, 374 TE: Week 25: Tididi, p. 88 TE: Week 34: Changes, p. 358
h) Use co-ordinating and subordinating conjunctions.	TE: Week 3: Hoppy, p. 143 TE: Week 10: Louise Braille and the Secret Alphabet, p. 375 TE: Week 16: Tracking Animals, p. 175 TE: Week 27: The Adventures of Tuffy and Keira, p. 147
i) Produce simple, compound, and complex sentences.	TE: Week 12: Slam Dunk, p. 426 TE: Week 16: Tracking Animals, p. 175 TE: Week 20, Statues of the World, p. 283 TE: Week 33: Never Give Up, p. 330, 338, 339
Standard 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a) Capitalize appropriate words in titles.	TE: Week 9: Deep Trouble, p. 343 TE: Week 14: Flooded Out, p. 109, 117 TE: Week 31: Who Was Benjamin Franklin? p. 262
b) Use commas in addresses.	TE: Week 4: Gorilla Mountain, p. 171 TE: Week 7: Why Not Try a Triathlon?, p. 267 TE: Week 28: I Love Killer Whales, p. 179
c) Use commas and quotation marks in dialogue.	TE: Week 7: Why Not Try a Triathlon?, p. 267 TE: Week 14: Flooded Out, p. 105
d) Form and use possessives.	TE: Week 9: Deep Trouble, p. 326 TE: Week 14: JELP, p. 122

	TE: Week 24: He Ran Because He Loved to Run, p. 422 TE: Week 32: Spiders in My Stomach, p. 292, 302
e) Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	TE: Week 6: The Sandalwood Secret, p. 252, 254 TE: Week 8: Jackie's Best Birthday Present, p. 314, 316 TE: Week 21: China's Treasure, p. 312 TE: Week 15: Kwanzaa Celebration, p. 156 TE: Week 27: The Adventures of Tuffy and Keira, p. 134 TE: Week 31: Who Was Benjamin Franklin? p. 266
f) Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	TE: Week 8: Jackie's Best Birthday Present, p. 314, 316 TE: Week 15: Jason and Jake, p. 142 TE: Week 21: China's Treasure, p. 315, 316 TE: Week 33: I Want to Act, p. 348
g) Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	TE: Week 5: River Running, p. 213 TE: Week 22: The Bike Race, p. 338 TE: Week 29: The Racer, p. 213 TE: Week 32: Spiders in My Stomach, p. 309
Knowledge of Language Standard 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
a) Choose words and phrases for effect.*	TE: Week 6: Aunt Rose's New Sports Car, p. 237 TE: Week 15: Jason and Jake, p. 139 TE: Week 30: Waterworks, p. 247 TE: Week 31: Who Was Benjamin Franklin? p. 267
b) Recognize and observe differences between the conventions of spoken and written standard English.	TE: Week 2: Granddaddy's Season, p. 98 TE: Week 11: The Wild Snow Dog, p. 387 TE: Week 21: China's Treasure, p. 303
Vocabulary Acquisition and Use Standard 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	
a) Use sentence-level context as a clue to the meaning of a word or phrase.	TE: Week 1: Tich, p. 90 TE: Week 3: Hoppy, p. 140, 144 TE: Week 20: Statues of the World, p. 273 TE: Week 27: The Adventures of Tuffy and Keira, P. 140, 144
b) Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/ disagreeable, comfortable/ uncomfortable, care/careless, heat/preheat).	TE: Week 3: The Circle Shell, p. 158 TE: Week 15: Kwanzaa Celebration, p. 156 TE: Week 25: Making the Leaves Talk, p. 77, 78 TE: Week 27: The Adventures of Tuffy and Keira, p. 137, 138
c) Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	TE: Week 11: What I Want to Be, p. 410 TE: Week 14: Flooded Out, p. 103, 104 TE: Week 15: Kwanzaa Celebration, p. 156
d) Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	TE: Week 4: Gorilla Mountain, p. 178 TE: Week 6: The Sandalwood Secret, p. 254 TE: Week 14: Flooded Out, p. 111, 112, 114 TE: Week 16: Tracking Animals, p. 178 TE: Week 32: Personal Trainer, p. 316
Standard 5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings	
a) Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).	TE: Week 8: The Scent of a Gypsy Dance, p. 294, 303 TE: Week 13: Shake It Up All Around, p.79, 80 TE: Week 24: Magda the Mammoth Hunter, p. 406 TE: Week 31: Who Was Benjamin Franklin? p. 273
b) Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	TE: Week 10: Louis Braille and the Secret Alphabet, p. 360 TE: Week 17: Cattle Caller on the Oregon Trail, p. 198, 201 TE: Week 23: The Sounds We Hear, p. 372 TE: Week 28: I Love Killer Whales, p. 168

c) Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	TE: Week 1: Race Day, p. 77 TE: Week 4: Gorilla Mountain, p. 173 TE: Week 29: Danger on Copper Mountain, p. 219
Standard 6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	TE: Week 1: Race Day, p. 68, 72, 73, 76, 77, 78, 80 TE: Week 13: Erik the Viking Raider, p. 88, 89, 90, 91 TE: Week 22: Katrina, p. 360, 361, 362, 363 TE: Week 29: Danger on Copper Mountain, p. 218, 219, 220, 221
* Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk.	
STRAND: LITERATURE	
Standard 1. Key Ideas and Details	
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	TE: Week 3: The Circle Shell, p. 158, 159 TE: Week 11: What I Want to Be, p. 410, 411, 412, 413 TE: Week 19: Saved From the Sea, p. 265, 266, 267 TE: Week 21: China's Treasure, p. 306, 310, 311, 312, 314, 318 TE: Week 32: Spiders in My Stomach, p. 302
2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	TE: Week 11: The Wild Snow Dog, p. 396, 397, 402 TE: Week 13: Shake it Up All Around, p. 68, 72, 73, 76 TE: Week 15: Kwanzaa Celebration, p. 157, 159 TE: Week 29: The Racer, p. 206, 207, 210, 212
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	TE: Week 11: The Wild Snow Dog, p. 394, 395, 396, 398 TE: Week 15: Jason and Jake, p. 141, 142, 144, 148, 155 TE: Week 17: Cattle Caller on the Oregon Trail, p. 198, 206, 210 TE: Week 26: Red Alert!, p. 123
Standard 2. Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.	TE: Week 1: Race Day, p. 68 TE: Week 4: Gorilla Mountain, p. 173 TE: Week 22: The Bike Race, p. 336, 337, 344 TE: Week 24: He Ran Because He Loved to Run, p. 424 TE: Week 33: Never Give Up, p. 332, 336, 337
5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	TE: Week 1: Race Day, p. 68, 72 TE: Week 12: Slam Dunk, p. 428 TE: Week 16: Tracking Animal, p. 164 TE: Week 17: Cattle Caller on the Oregon Trail, p. 203, 206
6. Distinguish their own point of view from that of the narrator or those of the characters.	TE: Week 9: Deep Trouble, p. 324, 333 TE: Week 15: Jason and Jake, p. 140, 144, 148 TE: Week 21: Not Exactly, p. 327 TE: Week 30: Waterworks, p. 236
Standard 3. Integration of Knowledge and Ideas	
7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	TE: Week 3: Hoppy, p. 152 TE: Week 17: Cattle Caller on The Oregon Trail, p. 203, 204 TE: Week 24: Magda the Mammoth Hunter, p. 398 TE: Week 30: Waterworks, p. 251
8. (Not applicable to literature)	

9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	TE: Week 14: Flooded Out, p. 102, 114 TE: Week 19: Saved From the Sea, p. 264, 267 TE: Week 29: Danger on Copper Mountain, p. 220 TE: Week 33: I Want to Act, p. 350, 351
Standard 4. Range of Reading and Level of Text Complexity 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	TE: Week 5: River Running, p. 198, 199, 202, 203, 206, 210 TE: Week 19: Saved by the Sea, p. 265, 266 TE: Week 24: He Ran Because He Loved to Run, p. 422, 423, 424, 425 TE: Week 26: Red Alert!, p. 122
STRAND: SPEAKING & LISTENING	
Comprehension and Collaboration	
Standard 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	
a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	TE: Week 7: Why Not Try a Triathlon?, p. 282 TE: Week 15: Jason and Jake, p. 148, 154 TE: Week 15: Kwanzaa Celebration, p. 159 TE: Week 32: Spiders in My Stomach, p. 291, 292, 293, 312
b) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	TE: Week 3: Hoppy, p. 137, 141, 155 TE: Week 13: Shake It Up all Around, p. 85 TE: Week 22: The Bike Race, p. 357 TE: Week 30: Waterworks, p. 249, 250
c) Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	TE: Week 4: Gorilla Mountain, p. 174, 175 TE: Week 6: Aunt Rose's New Sports Car, p. 241 TE: Week 22: The Bike Race, p. 358 TE: Week 27: the Adventures of Tuffy and Keira, p. 152, 153
d) Explain their own ideas and understanding in light of the discussion.	TE: Week 1: Race Day, p. 68 TE: Week 7: Why Not Try a Triathlon?, p. 277 TE: Week 20: Statues of the World, p. 288, 295 TE: Week 35: The Lost Valley, p. 410, 411
2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	TE: Week 2: Granddaddy's Season, p. 119, 120 TE: Week 5: River Running, p. 194, 195, 198 TE: Week 15: Jason and Jake, p. 132 TE: Week 29: Danger on Copper Mountain, p. 218
3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	TE: Week 20: Statues of the World, p. 292 TE: Week 21: China's Treasure, p. 302 TE: Week 28: I Love Killer Whales, p. 175, 185 TE: Week 27: The Adventures of Tuffy and Keira, p. 152 TE: Week 27: Step Up to the Plate, p. 156
Standard 2. Presentation of Knowledge and Ideas	
4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	TE: Week 6: The Sandalwood Secret, p. 254 TE: Week 10: Louis Braille and the Secret Alphabet, p. 378 TE: Week 13: Shake It Up All Around, p. 86 TE: Week 25: Making the Leaves Talk, p. 85, 86
5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	TE: Week 10: Louis Braille and the Secret Alphabet, p. 372, 374 TE: Week 16: Tracking Animals, p. 167 TE: Week 22: The Bike Race, p. 353 TE: Week 27: The Adventures of Tuffy and Keira, p. 135

6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	TE: Week 3: Hoppy, p. 143 TE: Week 4: Gorilla Mountain, p. 175 TE: Week 20: Statues of the World, p. 291 TE: Week 22: The Bike Race, p. 337, 359 TE: Week 22: Katrina, p. 363 TE: Week 35: Twin Power, p. 388, 393, 397, 400, 403, 406
STRAND: WRITING	
Standard 1. Text Types and Purposes	
a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons	TE: Week 4: Gorilla Mountain, p. 171 TE: Week 16: Tracking Animals, p. 175 TE: Week 17: One Gold Finger, p. 221 TE: Week 28: I Love Killer Whales, p. 183, 187 TE: Week 32: Spiders in My Stomach, p. 296, 300
b. Provide reasons that support the opinion.	TE: Week 4: Gorilla Mountain, p. 171 TE: Week 16: Tracking Animals, p. 171 TE: Week 31: Who Was Benjamin Franklin? p. 271 TE: Week 32: Spiders in My Stomach, p. 296, 300 TE: Week 35: Twin Power, p. 386, 396
c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	TE: Week 4: Gorilla Mountain, p. 175 TE: Week 16: Tracking Animals, p. 171 TE: Week 28: I Love Killer Whales, p. 183, 187
d) Provide a concluding statement or section.	TE: Week 4: Gorilla Mountain, p. 175 TE: Week 5: River Running, p. 210, 205 TE: Week 16: Tracking Animals, p. 171 TE: Week 27: The Adventures of Tuffy and Keira, p. 138, 151 TE: Week 35: Twin Power, p. 405
Standard 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
a) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	TE: Week 4: Gorilla Mountain, p. 170, 179, 183 TE: Week 10: Louis Braille and the Secret Alphabet, p. 367 TE: Week 25: Making the Leaves Talk, p. 71, 78, 79, 87
b) Develop the topic with facts, definitions, and details.	TE: Week 4: Gorilla Mountain, p. 170, 178, 179, 183 TE: Week 5: The Firelighter, p. 221 TE: Week 10: Louis Braille and the Secret Alphabet, p. 367 TE: Week 16: Tracking Animals, p. 174, 178 TE: Week 21: China's Treasure, p. 312 TE: Week 23: The Sounds We Hear, p. 382 TE: Week 28: I Love Killer Whales, p. 170, 174 TE: Week 31: Who Was Benjamin Franklin?, p. 270
c) Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	TE: Week 4: Gorilla Mountain, p. 179, 183 TE: Week 7: Why Not Try a Triathlon?, p. 283 TE: Week 21: China's Treasure, p. 313, 317 TE: Week 27: The Adventures of Tuffy and Keira, p. 143
d) Provide a concluding statement or section.	TE: Week 2: Granddaddy's Season, p. 109 TE: Week 4: Gorilla Mountain, p. 175, 179, 183 TE: Week 16: Tracking Animals, p. 178, 183 TE: Week 28: I Love Killer Whales, p. 174
Standard 3. Write narratives to develop real or imagined experiences or events using effective technique	
a) Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	TE: Week 11: The Wild Snow Dog, p. 400, 401 TE: Week 14: Flooded Out, p. 109 TE: Week 30: Waterworks, p. 234, 239, 243 TE: Week 33: Never Give Up, p. 331, 335, 339

b) Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	TE: Week 3: Hoppy, p. 138, 150, 151 TE: Week 3: The Circle Shell, p. 157 TE: Week 11: The Wild Snow Dog, p. 400, 401 TE: Week 14: Flooded Out, p. 105, 116 TE: Week 19: Deep Water Danger, p. 246, 255 TE: Week 33: Never Give Up, p. 330, 331, 335, 339
c) Use temporal words and phrases to signal event order.	TE: Week 3: Hoppy, p. 138, 151 TE: Week 4: Gorilla Mountain, p. 183 TE: Week 22: The Bike Race, p. 346, 351 TE: Week 26: Ninjas, p. 113 TE: Week 35: Twin Power, p. 405 TE: Week 34: Changes, p. 375
d) Provide a sense of closure	TE: Week 9: Deep Trouble, p. 330, 342 TE: Week 17: Cattle Caller on the Oregon Trail, p. 200, 213 TE: Week 33: Never Give Up, p. 335, 339 TE: Week 30: Waterworks, p. 243, 247
Standard 4. Production and Distribution of Writing	
4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3.)	TE: Week 10: Louis Braille and the Secret Alphabet, p. 370 TE: Week 24: Magda the Mammoth Hunter, p. 409 TE: Week 25: Making The Leaves Talk, p. 71, 76, 79 TE: Week 35: Twin Power, p. 406
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	TE: Week 6: Aunt Rose’s New Sports Car, p. 234, 243, 247 TE: Week 13: Shake It Up All Around, p. 70, 87 TE: Week 20: Statues of the World, p. 278, 279, 295 TE: Week 26: Ninjas!, p. 104, 113
6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	TE: Week 8: The Scent of a Gypsy Dance, p. 296, 309 TE: Week 27: The Adventures of Tuffy and Keira, p. 142, 155 TE: Week 27: Step up to the Plate, p. 159
Standard 5. Research to Build and Present Knowledge	
7. Conduct short research projects that build knowledge about a topic	TE: Week 2: Granddaddy’s Season, p. 107, 111 TE: Week 20: Statues of the World, p. 278, 280 TE: Week 22: Katrina, p. 360 TE: Week 29: The Racer, p. 199, 203, 207, 211 TE: Week 31: Who Was Benjamin Franklin? p. 265, 266, 269, 273, 277
8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	TE: Week 3: Hoppy, p. 150, 153 TE: Week 17: Cattle Caller on The Oregon Trail, p. 199, 200, 211, 215 TE: Week 20: Statues of the World, p. 286 TE: Week 24: Magda the Mammoth Hunter, p. 398, 408 TE: Week 25: Making the Leaves Talk, p. 78 TE: Week 33: Never Give Up, p. 338 TE: Week 33: I Want to Act, p. 348 TE: Week 35: Twin Power, p. 391, 395, 396, 399, 403
9. (Begins in grade 4)	
Standard 6. Range of Writing	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	TE: Week 4: Gorilla Mountain, p. 168, 169, 175, 183, 187 TE: Week 14: Shake It Up all Around, p. 68, 72, 76, 78 TE: Week 22: Katrina, p. 360, 361, 362, 363 TE: Week 25: Making the Leaves Talk, p. 71, 75, 76, 79, 83, 87